REPORT RESUMES

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THE JACKSON COUNTY SCHOOLS VOCATIONAL EDUCATION RESEARCH PROJECT, A SUPPLEMENT.

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THIS IS A SUMMARY OF A RESEARCH PROJECT CONDUCTED IN JACKSON COUNTY, OREGON, TO DETERMINE THE PRESENT STATUS OF VOCATIONAL EDUCATION. TWO HYPOTHESES WERE TESTED--(1) JOBS ARE AVAILABLE IN THE COUNTY FOR HIGH SCHOOL GRADUATES WHO HAVE COMPLETED VOCATIONAL EDUCATION PROGRAMS, AND (2) HIGH SCHOOL OFFERINGS IN VOCATIONAL EDUCATION ARE ADEQUATE. EMPLOYMENT DATA WERE COLLECTED FROM THE STATE DEPARTMENT OF EMPLOYMENT. DATA ON EQUIPMENT, FACILITIES, AND COURSES WERE COLLECTED FROM THE INSTRUCTIONAL STAFF IN EACH SCHOOL. A QUESTIONNAIRE WAS ADMINISTERED TO 2,473 JUNIORS AND SENIORS IN COUNTY SCHOOLS. SCHOOL COUNSELORS COMPLETED TWO QUESTIONNAIRES. THE RESULTS OF THE LABOR SKILLS SURVEY SHOWED THAT JOBS ARE AVAILABLE FOR QUALIFIED WORKERS AND THAT THERE WILL BE MORE IN 5 YEARS. CURRICULAR OFFERINGS ARE NOT IN BALANCE SINCE MAJOR EFFORTS ARE MADE ON COLLEGE PREPARATORY PROGRAMS. PRESENT FACILITIES ARE NOT ADEQUATE FOR AN EXPANDED PROGRAM OF VOCATIONAL EDUCATION. THE COUNSELORS HAVE TOO MANY ADVISERS TO EFFECTIVELY HELP THEM. OVER TWO-THIRDS OF THE JUNIOR AND SENIOR STUDENTS INDICATED AN INTEREST IN A VOCATIONAL CENTER. THE MOST EFFECTIVE APPROACH TO IMPROVING THE PREPARATION OF STUDENTS FOR JOB ENTRY WOULD BE THE DEVELOPMENT OF A COUNTY-WIDE PLAN OF VOCATIONAL EDUCATION WITH THE ESTABLISHMENT OF A COUNTY VOCATIONAL EDUCATION CENTER. (PA)

The Jackson County Schools Vocational Education Research Project

a supplement

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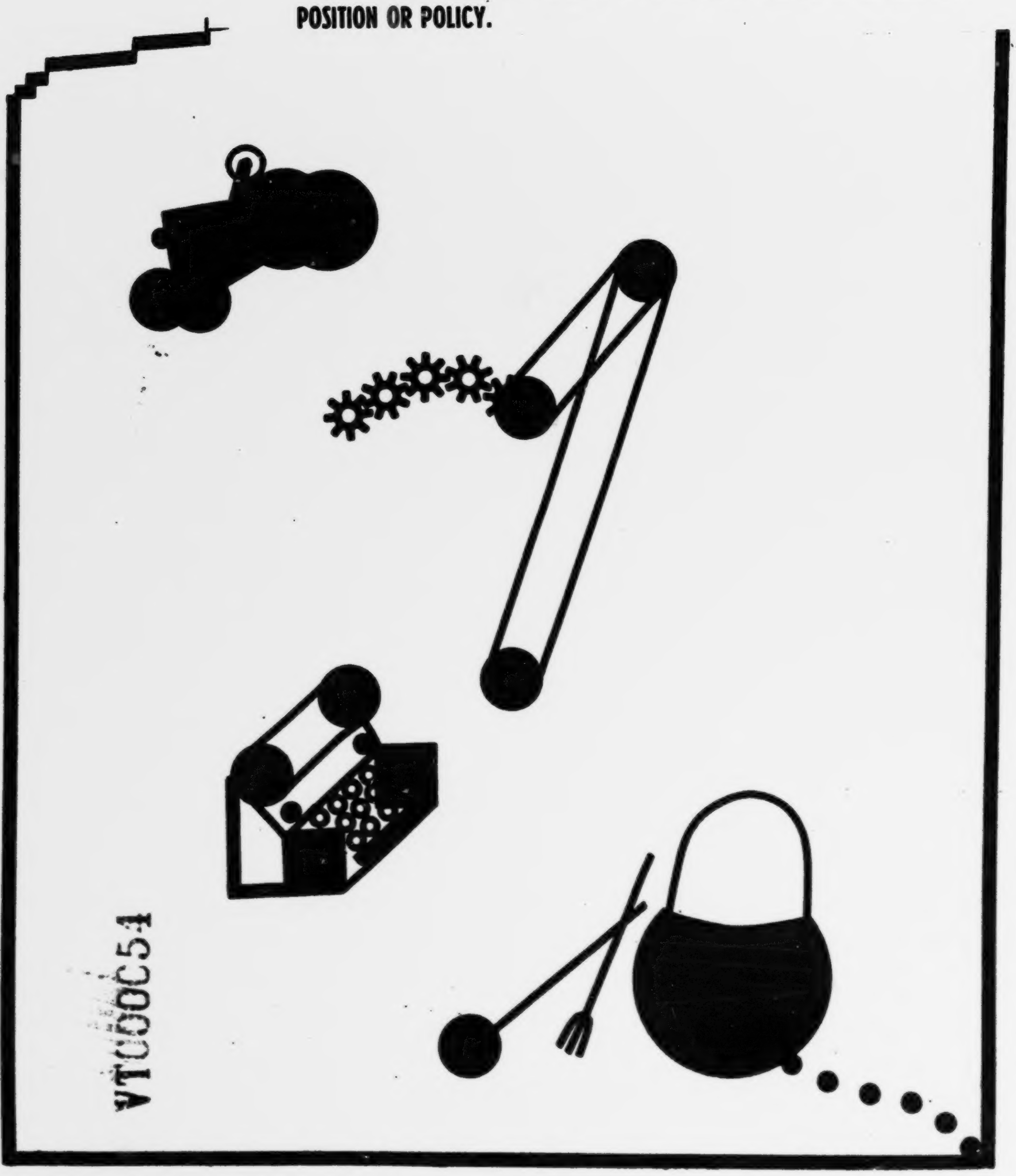

VT000054

Jackson County Intermediate Education District
Court House Annex - Medford, Oregon

1965

PREFACE

This document is a condensed edition of the complete report which contains more than 800 pages. Copies of the complete report are on file in the Jackson County Intermediate Education Office, Court House Annex, Medford, Oregon. Copies of the complete report have been distributed to the superintendents of the eight high schools in Jackson County.

The complete report contains all of the data to support the statements made in this report. Since the complete report contains much data which is confidential in nature, it is anticipated that it will be used primarily by the administrators of the Jackson County high school districts as they evaluate the curricular offerings, equipment, facilities, and counseling programs of their schools.

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INTRODUCTION

It is important for educators to be constantly cognizant of the degree of balance they maintain in their high school programs between vocational and general education. The problem of curricular balance is increased in Jackson County since all eight high schools offer preparation for college and preparation for immediate entry into the work force upon graduation.

The Jackson County Vocational Education Research Project was conducted to determine the present status of vocational education in Jackson County high schools.

By conducting the research project, the researchers found data, both primary and secondary, which were used to test the hypothesis that there were jobs available in Jackson County for high school graduates who were adequately prepared by having completed approved vocational programs in high school.

Data were also collected to test the hypothesis that Jackson County high schools have adequate offerings in vocational education to meet the needs of high school students in Jackson County.

Vocational is defined as a program which would prepare a student with the knowledges, skills, and supervised on-the-job training to be qualified and accepted at the level of a one-year apprenticeship.

A vocational program is defined as the sequence of course offerings in which a qualified apprentice could be prepared.

Vocational education is education for work. Vocational education is organized instruction below college level which enables the learner to prepare for a particular vocation. It includes supervised work experience and culminates with the learner having the equivalent training of one year of apprenticeship.

Within these concepts of vocational education the student is permitted to receive an education geared to his immediate needs. Yet, it is flexible enough to allow him to change his outlook as he matures.

RELATED RESEARCH

Since only a few vocational education studies of this type have been published, the researchers were necessarily limited to a review of similar surveys currently in progress in the State of Oregon and three studies completed outside the state. Many commonalities were found among all studies in objectives, methodology, and conclusions.

Objectives Found in Related Research

The objectives of the studies reviewed involved an analysis of present and future vocational education needs and the determination of both the competencies required to meet these needs and the extent to which schools are presently developing them. Specific attention was directed toward the upgrading of vocational education. Curriculum development activities utilized a cooperative approach coordinating local programs with regional or area vocational education centers. To this end, evaluation teams, committees, or self-evaluation check-lists were used to determine the adequacy of local facilities and equipment for meeting vocational education needs. Methods of sharing resources among several school districts to the attainment of this common goal were considered.

In some studies recognition was given to the importance of vocational counseling and the necessity for upgrading this aspect of the vocational education program to keep pace with the increased demands placed upon counselors. Increased emphasis is given to the motivation of youth and changing their concepts and attitudes toward the world of work. Retention of the high school dropout and his preparation for job entry is a similar problem bearing attention. Study was also undertaken on the question of educating for specific skills as opposed to emphasizing general occupational education.

Methodology

In the "labor skills" surveys, assessment of industrial and distributive manpower needs for both the present and future was made. Depth studies on occupations open to high school graduates were also conducted. Projections were advanced on the competencies required for newly created positions. Surveys of literature were made for studies relevant to the projects. Lay advisory and general steering committees were created to offer guidance, review research, and serve as consultants and experts in specific vocational fields. In most related research projects inventory data on facilities and equipment were presented.

Conclusions Noted from Related Research

The conclusions of these studies are summarized in outline form as follows:

1. Trade is rapidly replacing manufacturing as a leading source of employment.
2. Rapid expansion is expected in the wholesale areas.
3. The service occupations have shown considerable growth during recent years.
4. Technological changes require more emphasis on technical and skilled labor than semi and unskilled labor.
5. The rate of growth for high school and post high school students will continue to exceed that of the early 60's.

6. Job opportunities are plentiful for properly trained personnel. This is especially true in such occupations as:

    a) Office occupations for women.
    b) Medical and health personnel (nurses, aides, technicians).
    c) Automotive mechanics and allied areas.
    d) Agriculture - related occupations.
    e) Supervisory positions (foreman, etc.)

7. Vocational education should:

    a) Accomodate individual differences yet provide self-realization and self-satisfaction.
    b) Develop a saleable skill.
    c) Provide technical knowledge equal to the individual's ability.
    d) Produce both the master craftsman and the highly skilled technician.
    e) Augment the academic program by giving it more significance in the eyes of the student.
    f) Operate on a 12-month basis to permit maximum utilization of facilities and staff.

RESEARCH METHODS AND PROCEDURES

The writing of the proposal for this research project was approved by the eight superintendents of the eight high school districts in Jackson County.

In approving the proposal, the superintendents approved released time for a representative of each vocational area from each high school to work on a half-day basis one day a week as consultants in the research project. The project was approved by the personnel in the Oregon State Vocational Education Department and money was granted under the provisions of Part A, Section 4(a) of Public Law 88-210 to the Jackson County Intermediate Education District Office for the research project.

Dr. Loy E. Prickett, Professor of Business, Chairman of the Division of Business at Southern Oregon College, was employed as the director of the research project. Mr. Darrell Langevin, doctoral student at the University of Oregon in Education Administration, was hired as the assistant director of the vocational project for Jackson County Schools.

The two basic research methods utilized by the researchers in the Jackson County Vocational Research Project of 1965 were the normative survey method and the documentary method.

The normative survey method was used to collect all data regarding inventories. The documentary method was used to determine what was being done in other vocational schools and to determine the job skills needed for Jackson County students.

Collection of Data for Job-Skills Survey

At the request of the personnel in the State Vocational Education Department and the State Department of Employment, the job-skills survey data was calculated from the documents published by the Department of Employment for the State of Oregon. Published materials from the Department of Labor were obtained.

The materials were studied in order that the ratios of Jackson County employment figures to the State of Oregon employment figures could be interpreted more meaningfully.

The occupations and/or categories were the same as those used by personnel in the State Vocational Office. The listing of occupations, the number of people employed at county and State level, the ratio of the county employment to the State employment, and the numbers of people to by employed two years hence and five years hence were computed.

Collection of Data on Inventories of Equipment, Facilities, and Courses

The procedures involved in the collection of data regarding the inventory of equipment, the physical facilities, the course offerings, and the number of students enrolled in the courses involved a cooperative effort of the research staff and the representatives from the respective vocational areas.

Each high school principal was asked to nominate a teacher from each vocational area. Each teacher who was selected represented his respective area and the school district.

Each week during the months of April and May the home economics personnel met on Monday mornings, the business education personnel met on Wednesday mornings, and the vocational arts personnel met with the vocational agriculture personnel on Thursday mornings.

At the first meeting questionnaires were distributed to each of the teachers present so that each could inventory the equipment and facilities for his school, in his respective vocational area.

After three weeks of meetings, all inventory data had been collected for the four vocational areas.

The importance of accuracy of data was stressed, since one of the important criteria would be whether or not equipment and facilities were available in the event additional vocational course offerings were needed.

A list of all courses offered and the number of students enrolled in each class in each school was developed by the research staff. This data was collected in order that decisions could be made regarding the degree of vocational competence which could be developed by students desiring to emphasize any particular vocational area. The sequence of courses and possible depth was determined for each vocational area.

Development of Curricular Material

After the collection of data on equipment, facilities, and courses had been completed with the help of the district representatives, the topic at the weekly meetings centered around the possible revision of vocational programs in the high school curriculum.

The teachers were encouraged to develop ideas regarding course sequences which would culminate with students attaining the level of a one-year apprentice in the particular area.

At the next weekly meetings for the month of May, the project director, teachers, and district representatives for each vocational area discussed in detail the topic of student selection and retention in each of the vocational areas. This was accomplished by first taking the data from the job-skills survey and then deciding what skills, knowledges, and abilities were needed by the student to be accepted at the one-year apprenticeship level. With this data agreed upon by the representatives of the vocational area, it was then possible to briefly discuss the courses needed to achieve the goals.

Layman's Council

By April 15, a Layman's Council of local businessmen who had agreed to represent their occupational field in this community project had been organized. Membership of this council included representatives of forest products, agriculture, automotive, utilities, finance, manufacturing, and communications media.

Collection of Data from Jackson County High School Juniors and Seniors

A large part of the emphasis in this study on vocational education in Jackson County has been placed on the responses from the juniors and seniors in the Jackson County high schools. It was the belief of the researchers that the ideas, wishes, and plans of the Jackson County juniors and seniors regarding vocations and vocational education should be presented so that school administrators could make intelligent decisions regarding vocational education in Jackson County.

The development of the questionnaire involved numerous revisions. Suggestions were received from the following consultants: Dr. Arnold Wolfe, Associate Professor of Business, Southern Oregon College; Mr. Martin Elle, Director of Guidance and Counseling, Southern Oregon College; Mr. Fred Buehling, Director of Special Education, Jackson County Intermediate Education District Office; Mr. Alf Mekvold, Superintendent, Jackson County Intermediate Education District; and Mr. Lynn Berntson, Test Consultant, Harcourt, Brace and World, Inc. Three pilot studies were made with the questionnaire before it was administered to 2473 Jackson County juniors and seniors.

The students answered the questionnaire on an answer sheet. The items on the answer sheet were coded and key punched on IBM cards.

The researchers wrote the program for having the data summarized and analyzed on the IBM 1620 computer.

Collection of Data on the Counseling Program

The persons in charge of the counseling and guidance programs in each of the Jackson County secondary schools were invited to attend a planning meeting. Stress was placed upon the need for obtaining information regarding the circumstances under which the counseling personnel worked.

Each counselor was asked to complete two questionnaires. One questionnaire was to be used to report working conditions "as is." The other was to be used to report "ideal" working conditions. Stress was placed upon the idea that each counselor should relate what he felt would be the most "ideal" circumstances under which he could work with students, as well as the number of students he felt would be the "ideal" number with whom to work.

Collection of Follow-Up Data on Jackson County High School Graduates of 1964

A questionnaire was devised by the researchers in order to secure data on each 1964 graduate of Jackson County high schools. The type of data sought included the school from which the person graduated, his grade-point average, and his activities after graduating.

Progress Reports

The Executive Committee, which was comprised of six of the superintendents from cooperating schools, met in regular monthly sessions three times during the data-gathering period of this research project.

At each of the meetings a progress report was given. Approval was given by the Executive Committee at the conclusion of each report. One special session was called on Wednesday night, June 16. At this three and one-half hour meeting, a tentative report was given regarding data gathered during the research project. The researchers also presented some tentative conclusions and recommendations.

The consensus of the superintendents present was that an area vocational center which operated on three separate 3-hour sessions should be adopted. This would allow morning and afternoon sessions for regular high school students transported in, and three-hour sessions at night for other persons interested in vocational preparation.

ANALYSIS OF DATA COLLECTED

In Jackson County High Schools all facilities and equipment in the Vocational Education programs are being used to capacity. The data showed conclusively that it would not be possible to expand the use of the present facilities to the degree necessary for closing the gap for vocational education.

In most of the schools it was found that multiple use was made of most of the rooms used for vocational preparation.

These "multiple use" environmental factors could affect the quality of vocational preparation in that time and effort may not be utilized in the most efficient manner, since makeshifts would be necessary in equipment and teaching materials. For maximum vocational preparation it would typically be an advantage to find a room devoted to one kind of vocational preparation and all equipment and materials ready for use by instructors and students so that no waste of time is involved.

Analysis of the inventories should be made by each school administrator in order that he may determine the degree of performance of his own school's programs in the vocational fields which seem to be needed in Jackson County.

It is obvious from the list of equipment needs, as well as room needs, that vocational programs would be expensive to equip in each of the eight schools in Jackson County. It is not suggested by this researcher that this be the case; it is simply pointed out so that administrators can evaluate their own particular programs and make the decision as to how they could make adequate vocational education available to the students in their districts.

Vocational Courses

Each high school administrator should check his course offerings from the viewpoint of adequacy for vocational preparation. By this, the researcher means the availability of advanced course work in each vocational area, so that the student has the opportunity made available to him to gain the skills and knowledges necessary for entry-level performance in the vocation of his choice.

In business subjects, for example, are the courses available which would enable a student to develop skills and knowledges for the types of jobs available to high school graduates? Are all the advanced courses offered? Is supervised work-experience required for one semester of the senior year? Is there a course in business for advanced secretarial practice and office management?

Each vocational area should be scrutinized with the same type of questions. Answers should be found for all questions regarding the adequacy of course offerings for vocational preparation. In other words, how far past the introductory courses can a student go in the present course offerings in the vocational curricula in the Jackson County high schools?

Each high school administrator should check to find answers to the question as to whether his school offers the courses for advanced vocational preparation which should prepare students for the jobs which are available in Jackson County. These jobs are clearly indicated in the job-skills survey summary which was developed as a part of this research project.

Some of the areas which show an obvious shortage of courses are the areas of general office clerk, data-processing clerk, secretary, wage-earning programs in home economics, auto mechanics, drafting, electricity, electronics, body and fender, carpentry. cabinetmaking, welding, plumbing, forestry, and landscaping.

Guidance and Counseling

"Guidance and counseling can make or break any school program including the vocational programs," was a statement made to the counselors in the early part of this research project by the project director.

Tables were prepared which summarized working conditions for each counselor in a Jackson County high school. The tables are divided into sections which show the distribution of the counselors' time and inventory of working conditions by the school, the working conditions of individual counselors, the equipment used by counselors (shown as a total for the school as well as by individual counselors), and the time established for communicating with the publics of the counselors.

It is significant to note that nearly all counselors felt that they had not been able to allocate adequate time to counseling. They reported that they had been allocating too much time to related activities.

Important factors to be considered include: are students getting the vocational data they need on which to make a decision; and are they being selected and guided through the vocational and/or college preparatory programs in which they can be most successful?

Curricula

It would be presumptuous to assume that the completed data regarding curriculum construction could be organized and developed in the period of time permitted in this research report.

A basic concept under which the researchers worked on the areas of curriculum was that the school, through its curriculum, would assist students in preparing themselves to earn a living, as well as to help them enjoy the full life which they have earned.

There were many assumptions which were make by Dr. Prickett and the teacher representatives from the four vocational areas as they viewed vocational education for Jackson County. These assumptions were necessary guidelines that the teachers could use and upon which curricula could be constructed.

The first assumption was that the time for course electives (all course time other than the state requirements) could be made available for vocational courses.

A second assumption was that facilities, equipment, and teaching personnel would be made available to implement the vocational programs developed.

It was assumed that students' needs would be different. These differences in needs necessitates the development of programs for the above-average students, for the student with average ability, and the student with below-average ability. This assumption of differences in students also meant that students would be placed in the program where they would be most likely to succeed; provided, of course, that the ultimate aim of the vocational program was job placement.

Reliance was placed upon the data gathered from the job-skills survey, even though it was conservative in nature. But the assumption was made that students would not necessarily work in Jackson County; and, therefore, some items of the curricula were incorporated because of occupational needs in other parts of the state and the nation.

It was assumed that the guidance personnel and the guidance programs of the schools would be organized, staffed, and prepared to work effectively with the vocational programs, as well as with the general education and college-prep programs.

The personnel working on curricula assumed that students would be able to make changes from one program to another program, or from one level of accomplishment in one program to another level of accomplishment in the same program. This vertical movement was considered to be very important by all personnel who worked on curricular proposals.

It was assumed that the structure and procedures needed for vertical movement would be incorporated into the organization and administration of the vocational programs. However, all programs were to be culminated with a certificate which would indicate the specific degree of accomplishment the graduate of the program would have. Since the certificates would be issued at the completion of each vocational program, it was the consensus of the teacher representatives that students would tend to move upward in the vocational programs rather than move downward in order to earn the best certificate possible.

Another assumption of the teacher representatives was that class size would vary from eight to sixteen. The smaller classes would be for those involved in working with the slow learners in the practical programs and in the areas of construction in such classes as carpentry and cabinetmaking. Class size would also be determined by the number of persons who could be supervised in their work experience during the senior year.

The final assumption was that there would be a selection and retention program established so that students could be placed in the vocational program according to their interest and abilities.

Organizing Curricular Offerings

The courses and programs which were studied and recommended by the teacher representatives were based on the premise that the introductory courses now being taught in high schools in Jackson County would continue on the same basis as they presently exist. These courses would continue to be exploratory in nature and would prepare students for advanced courses which would be taken in the 11th and 12th grades in the proposed vocational programs.

Also, it was contemplated by the teacher representatives that the advanced courses would probably be conducted most advantageously in rooms which were designed and constructed with special emphasis placed on the vocational courses to be taught. The need for specially-trained faculty to teach effectively the advanced vocational courses was discussed.

Contributing to the problem of organizational structure are the differences in school size for the high schools in Jackson County. School size creates a problem in that it seems inconceivable that all eight high schools in the county could bear the cost of adding facilities, equipment, and teachers for all vocational programs needed in the curricula.

Another aspect is not financial, but includes the limited number of students available for many of the vocational areas in the majority of high schools in the county. For example, the senior class in one school may have only fifteen students. This size class would not be adequate to justify multi-tract vocational programs in the four major vocational areas. The numbers of classrooms needed would be prohibitive in the sense that there would not be enough students to warrant seven class periods of use for each room each day, if the facilities were expanded to the extent necessary to adopt the vocational programs indicated in the complete report.

The extent to which each school would develop vocational curricula would be determined by a number of factors, including philosophy of school administrators and the ability of the local community to pay for facilities, equipment and faculty needs.

In concluding the comments on curriculum, the researchers should like to emphasize and reiterate that these programs are basically a combination of ideas gathered at the curriculum meetings and from the literature in the field. This is in no way suggesting that school administrators in Jackson County put these exact programs into operation. They are presented simply as a starting place for teachers to work out sequential arrangements of courses which would make vocational preparation available to students who desire to enroll in the programs.

Further study should result in a curriculum that would ensure that a student who completed the program would culminate with at least a one-year apprenticeship level of ability, which would be recognized by the unions and by employers. A representative of the apprenticeship council indicated that many of these problems could possibly be solved with supervised work experience on a half-day basis during one of the semesters of the senior year. This supervision by a member of the vocational department of the school during the work-experience assignment would help alleviate the problems which are presently encountered by unions and by employers in helping young workers adjust to the job.

It was clearly illustrated by teacher representatives that they had already been placing students in the local industrial area. They reported that they had received numerous calls from prospective employers asking for the names of students who could qualify for jobs which were available. This clearly indicated that some high school students can and should be able to prepare themselves to earn a living upon graduation from high school. It may be that the introductory employment may be a low-level type of job in the occupation of their choice, but they would have the ability to get the initial start and also have the background upon which to continue their preparation for promotions.

VOCATIONAL INTERESTS, PLANS, AND PREPARATIONS OF STUDENTS

In an effort to determine the degree of interest held by Jackson County high school students in vocational education and a Vocational Education Center, a questionnaire was designed and adminstered to the juniors and seniors in the eight high schools participating in this study. Specific information was desired on the vocational plans of the students, the amount and type of preparation they had undertaken for carreers, factors which affected their career selection, and their sources of information on careers and vocations. All juniors and seniors present on the day the questionnaire was administered were asked to complete the questionnaire. Usable questionnaires were received from 1293 juniors and 1180 seniors.

To assist students in developing a clear concept of what was meant by the term "vocational education," a brochure entitled "An Occupational Education Center: What? Why?" was developed. It was distributed two or three days prior to the administration of the questionnaire. The pamphlet was designed to acquaint the respondents with the following:

1. The purpose of a Vocational Education Center.
2. Who would be eligible to attend.
3. Suggested location for such a Center in the County.
4. Some of the fields of training possible .
5. Some of the "facts" concerning employment of high school graduates and their participation in the labor force.
6. The significance of these facts for the education of high school students.

Description of the Students in the Sample

There is a great variation in the number of students enrolled in each of the eight high schools in Jackson County. The largest high school was Medford with 1173 respondents (47.4% of the sample). The smallest high school was Butte Falls with 22 respondents (0.9% of the sample).

The sex and class distribution of the students by school did not differ significantly from the sex and class distributions of the total sample. Girls accounted for 49.8% and the boys 49.9%. The junior classes are approximately 9% larger than the senior classes. Thus, there does not seem to be a variation in the need for vocational education because of inequities in the distribution of students by sex or class level.

Forty-four percent of the respondents estimated their accumulative grade point averages were within the C to C+ level. The next largest number of students (32.9%) were grouped within the B- to B+ grade point range. Nine and three tenths percent reported A to A- grades; 12.4% reported C- to D+, and 1.3% reported D to F grades. It is important to remember in the interpretation of this data that these figures represent the responses of students whose replies are estimates of their accumulative grade point averages throughout high school.

Vocational Interests of the Students

Most of the juniors and seniors of Jackson County high schools reported plans to continue formal education after graduation from high school. Approximately 1600 students (64.9%) indicated an intention to attend college, community college, vocational schools, or trade schools upon graduation from high school. There were 7.5% of the students who planned to work a year prior to entering college.

It is noteworthy that 18.5% of the students in the sample expressed an interest in those areas of education directly related to vocational education (business college, trade school, beauty college, apprenticeship, etc.). This percentage represents 446 students.

The post high school plans of the Jackson County juniors and seniors who answered the questionnaire are summarized in the following table.

Four-year College	46.5%
Junior College	8.8%
Business College	2.8%
Trade School	7.0%
Apprenticeship Training	4.2%
Job Entry	5.1%
Military Service	7.3%
Undecided	8.2%

Although only 5.1% of the students in the sample indicated a preference for full-time employment, inclusion of the 7.5% who intended to work for a year before entering college would increase the total to 12.6% or 302 students entering the labor force upon completion of high school. The number of students planning to enter the labor force immediately after graduation is generally lower than the number of students who actually go to work.

Analysis of the post high school plans of respondents by schools shows few college bound students are found in the two smallest high schools in Jackson County. By contrast, these schools have the largest percentages of students expressing interests in vocational and technical education. The smallest percentage of students preferring careers in the professional categories are also found in these two schools. Thus, in Jackson County there appears to be some correlation between the post graduation plans of the students and the size of the high school attended.

Careers requiring vocational education attracted the interest of 23.3% of the girls and 13% of the boys (898 students). Most of these students were members of the junior class. Girls chose careers in the clerical, secretarial, and personal service occupations. Boys selected skilled labor occupations and those related to the technical fields.

Interest in vocational education was not confined to the students who had average grades or below. Over 17% of the students with A to A- grade point averages selected careers requiring vocational and/or technical education. This includes those occupations principally associated with the clerical, sales, technical, personal service, and skilled labor categories. As the grade point averages declined, the percentages of students increased who selected careers in the less skilled occupational categories. Within the grade point ranges of B+ to B- and C- or below, students were more interested in the personal service, skilled labor, and semi-skilled labor occupations. The lowest grade point averages (D or below) show many students who are interested in semi-skilled and unskilled labor occupations. It is noteworthy that there was a large percentage of students with grade point averages of C- or below who indicated an interest in the professional and managerial careers and who intended to enter college.

It was found that approximately the same number of the 1965 juniors and seniors planned to enter a four year college as actually did enter college from the 1964 graduating classes of Jackson County schools. More of the 1965 juniors and seniors indicated their intentions to enroll in community colleges than actually did enroll from the 1964 class. Nearly 3 times as many students in the sample planned to enter technical schools as actually attended technical schools from the 1964 class. Very few 1964 graduates actually registered in apprenticeship programs or trade schools, while large numbers of the respondents expressed an interest in these fields. A decline in the number of students planning to enter the military service was noted.

Approximately twice as many graduates of the 1964 class entered full-time employment as indicated an intention to do so from the sample used in this research project.

Electives Selected by the Students

Since most of the high schools in Jackson County offer elective opportunities in Agriculture, Business, Homemaking, and Industrial Arts, the researchers endeavored to determine the number of students who had taken courses in each area. An effort was also made to learn what percentage of the total sample had taken college preparatory electives.

It was reported by 46.5% of the juniors and seniors that they had taken most of their electives in college preparatory classes. The rank order for vocational education electives was business, industrial arts, homemaking, and agriculture. When we delineated each vocational elective area by the characteristics of the students who most frequently enrolled in classes in these fields, we found the following data:

Elective Area	Sex	Class	G.P.A.
Agriculture	Boys	Juniors	C or below
Business	Girls	Seniors	C+ to C
Industrial Arts	Boys	Juniors	C- or below
Homemaking	Girls	Juniors	C- or below.

It should be noted that only one of the eight participating schools did not offer homemaking. Homemaking attracts 20% of the junior and senior girls.

Reasons why Students took Electives

The primary reason given by students for selecting electives in vocational areas was to obtain the knowledges and skills necessary for job entry in a specific vocational field. The second most prominent reason was to explore a vocational field. It was reported by 16.3% of the students that they took vocational electives in conjunction with college preparatory courses.

When electives taken by the students were compared with their choice of careers, the following data were revealed.

1. Students who elected industrial arts classes have selected skilled labor, semi-skilled labor, unskilled labor, and technical careers.
2. In homemaking, most respondents selected personal service occupations.
3. Business students planned careers in sales, clerical, and personal service.
4. While only a small percentage of the students had taken electives in agriculture, high percentages are found in the career categories of managerial, skilled labor, and semi-skilled labor.

The data indicated that students were taking electives in preparation for careers in specific occupations and that there was evidence of genuine interest on their part in vocational education.

Reasons for not Taking more Electives in Vocational Areas

Approximately 46% of the students indicated that "conflict with other electives" was the reason that they did not take more courses in vocational subjects. "Conflict with required courses" was the reason for not taking more electives in vocational subjects for 18.3% of the students. This would seem to indicate that many students did not have the opportunity to take electives in the vocational areas because of scheduling difficulties and conflicts.

Scheduling was amore serious problem to the students in the small high schools. Students who had selected professional and sales careers expressed more difficulty in scheduling vocational classes than did those students in the non-professional categories.

Areas in Which Additional Electives Would Have Been Taken

While considerable interest was evidenced by students in all of the vocational areas,most students preferred more advanced courses in business than in any other vocational area. The rank order of demand for more courses in other vocational areas are: industrial arts, homemaking, commercial art, and agriculture.

If advanced courses were offered in vocational areas, a description of the students who would enroll is given in the following table.

Vocational Area	G.P.A.	Sex	Class
Business	B+ to C	70% Girls 30% Boys	52% Seniors 48% Juniors
Homemaking	B+ to C	94% Girls 6% Boys	48% Seniors 52% Juniors
Industrial Arts	B+ to C-	10% Girls 90% Boys	48% Seniors 52% Juniors
Agriculture	B+ to C-	18% Girls 82% Boys	48% Seniors 52% Juniors

Interest in an Area Vocational Center at the High School Level

More than two-thirds of the Jackson County juniors and seniors reported interest in attending a vocational education center at the high school level. This represents 931 girls and 779 boys. Many of these students had planned careers in the secretarial, clerical, sales, personal service, skilled and semi-skilled occupations.

A Post High School Vocational Center

Significant decreases were found in the number of students who were "very interested" and "interested." An increase was evidenced in the number of respondents who were "not interested." There were 248 students (11.5%) who were interested in a Vocational Education Center at the high school level but who were not interested in a post high school Vocation Center.

Reasons for Attending a Vocational Center

Three reasons were given by students for attending a Vocational Education Center. They were:

1. To secure the necessary skills to obtain a job.
2. Post high school education is a must.
3. To participate in a work-experience program.

While the first and third responses are directly related to high school vocational education, the second indicates the interest of students in post high school formal education. Another relevant factor was the indication by 24.3% of the respondents that they were not interested in a vocation which required a college degree. This number of students would make the operation of a high school vocational center feasible.

The Potential Dropout

The responses of the students to the questions pertaining to dropping out of school reveals that 266 (10.8%) juniors and seniors of the high schools of Jackson County had given serious consideration to quiting school. Most of these respondents were junior boys with C+ or below grade point averages. "School was boring" and to "get a job" were the most frequent reasons given for thinking about dropping out of school. "Marriage" and "school was boring" were the reasons reported by girls.

Factors affecting Vocational Interest

Students who answered the questionnaire apparently have some misconceptions regarding the world of work and the amount of preparation necessary for job entry. Twenty-one percent of the respondents felt that they could obtain a job with only the training they received in high school. This percentage represents approximately 520 students.

A large number of students (310) either felt that mental ability had no affect on success, or they failed to understand its role in achieving success. Most of these students had accumulative averages of C+ to C.

The father's occupation and other parental influences were shown to be positively correlated with the aspirational level of the student.

The students' peers seemed to have considerable influence over the career choices, especially among students of the junior class level. Nearly 29% of the sample (706 students) replied that the career choices of their closest friends were the same as their own. For the most part, these students were junior girls with grade point averages of B+ to C.

Sources of Career Information

A majority of the students seemed to be unaware of the nature and function of a high school counselor's duties. Thirty-four percent of the students had either not been assigned anyone to assist them in career selection, or they were completely unaware that someone in the school had been designated to serve in this capacity. While no one carried the title of counselor in the smallest high schools, relatively large numbers of students in these schools indicated that the principal had been the person with whom they had conferred.

There was evidence that students did not utilize counselors as a source of assistance in career selection. Only 29.9% (738 students) had visited a counselor 2 or 3 times in the past 2 years. An additional 27.7% had not visited a counselor at all during this 2 year period. Students were either reluctant to visit counselors or they lacked opportunity to do so. In either case, there are implications for improvement in the guidance programs.

The students who had visited a counselor were generally senior boys who were planning to enter professional, technical, or managerial careers. Students who had not visited a counselor for assistance in selecting a career were planning careers in the semi and unskilled labor categories.

Students did consult with friends their own age, relatives, businessmen, and adult friends about career choices, but the amount of consultation was reported to be minor.

Parents were the most frequently reported source of career information utilized by students. Only 11% of the students indicated that they did not seek help from their parents.

The data collected in the survey showed that students desire to obtain the most assistance from counselors. While significantly high percentages indicated that they would like to have help from parents and businessmen, they preferred to receive the most help from counselors.

CONCLUSIONS AND RECOMMENDATIONS

The results of the labor skills survey show that jobs are available in Jackson County for qualified workers and that more jobs will be available five years from now. A few of the categories are listed to indicate that high school graduates with adequate vocational training could easily find initial employment.

1. Apprenticeship programs in the construction trades
   (carpentry, cabinet-making, welding, plumbing, electrical)
2. Office employment
   (general clerks, stenographers, secretaries, bookkeepers)
3. Personal Services
   (nurses aides, homemakers assistants, sales, appliance repair)
4. Automotive and machinery repair
5. Agriculture related occupations
   (landscaping, equipment sales, agriculture equipment repair)

Careful analysis of the data from the study has led the researchers to conclude that there are many deficiencies in the vocational education opportunities for the students of the Jackson County high schools. The curricular offerings are not in balance since the major efforts are exerted on the programs which offer preparation for college. If the students in the high schools of Jackson County are to have the opportunities (which may or may not include college) to develop their abilities to the greatest potential, it is imperative that steps be undertaken to remedy the lack of curricular balance.

The cost of not providing adequate vocational education in the high schools of Jackson County is prohibitive if we believe in educating youth for what they are going to do in life--including work.

Most of the vocational education programs in the high schools of Jackson County are introductory in nature. As such, they serve only to provide the opportunity for limited exploration of a vocational field.

The vocational facilities in nearly all of the high schools in Jackson County included "multiple-use" classrooms. This space was generally utilized to capacity. Equipment in these rooms was adequate for existing programs. However, if the changes necessary to make the curriculum vocational in scope are initiated, additional facilities (including "special use" rooms) and equipment must be provided.

Very few second and third year vocational courses are offered in the Jackson County high schools. Students reported that they would have taken more advanced courses if they had been available. More than two-thirds of the juniors and seniors indicated an interest in a Vocational Center. One-third of the juniors and seniors stated that they were "very interested" in attending a Vocational Center. When 1700 indicate an interest in advanced vocational courses at the high school level, there is little doubt about the need for such courses.

The guidance and counseling programs in the high schools of Jackson County are not understood by the juniors and seniors. The majority of the juniors and seniors indicated that they were not obtaining help from school counselors regarding vocational choices.

The counselors in the Jackson County high schools have too many (350 to 400) advisees to effectively help them in vocational matters.

It is recommended by the researchers that a more equitable and workable balance between vocational education and preparation for college be established in the high schools of Jackson County. This could be accomplished on a local district level or on a cooperative, county-wide level. Four possible solutions are presented to the administrators of the Jackson County high schools for their consideration.

1. Develop the vocational programs within the individual school districts in the fields of agriculture, business, home economics, and vocational arts.
2. Develop a vocational program in business in one school, vocational arts in another school, wage earning programs in home economics in another school, and agriculture in another school. Students interested in a particular type of vocational program could be transported to the school offering the program.
3. Develop a vocational education center for the county and transport interested students from all eight schools to it on a half-day basis.
4. Develop two or three vocational centers in the county to serve the schools in their immediate locale.

In the judgement of the researchers the most effective approach to improving the preparation of students for job entry would be the development of a county-wide plan of vocational education with the establishment of a County Vocational Education Center. Introductory courses would be offered at the local high school and the advanced courses would be offered at the center. Supervised work experience would be included in the senior year. All general education courses would be taken at the local high school. The students would graduate from their home high school. This approach would make available to all students the opportunity to attend a truly vocational program with the best curricular offerings. The County Vocational Educational Center would be the most economical method of balancing the curricular offerings.

It is recommended that research be continued to determine:

1. The best location for a County Vocational Education Center. Facilities, equipment, specialized rooms, and budget should be included in such a study.
2. Curricular patterns needed in a County Vocational Education Center, including supervised work experience in each subject area and apprenticeship approval.
3. The best type of introductory courses to be offered in the local high schools.
4. The most effective selection and retention program for each vocational area. Placement and follow-up programs should be included.
5. The administrative design which would be most effective in operating a County Vocational Educational Center.
6. How to establish an effective working relationship between the instructional staff at the center and prospective employers of the students.
7. How to improve the prestige of "vocational" education and "work."

APPENDIX

Jackson County Vocational Educational Research Project (1965)
Jackson County Intermediate Education District
Court House Annex; Medford, Oregon
Dr. Loy Prickett, Director
Mr. Darrell Langevin, Assistant Director

Introduction:

The Vocational Education Research Project has recently been established to assist the school districts of Jackson County in determining how they might better serve the high school students in the area of vocational education and training. To reach such a decision, a large amount of information must be collected. One of our chief sources is you, the high school student. We are interested in your plans, interests and opinions concerning post high school education and particularly vocational education.

To collect this information, we have developed the following questionnaire. It asks that you tell us what will help you become better prepared for your life's work. Please note: THIS IS NOT A TEST.

No attempt has or will be made to identify the individual completing the questionnaire; all information will be treated in a confidential manner. This information will be handled only by the research project staff (Dr. Loy Prickett and Mr. Darrell Langevin). School personnel will not have access to your answer sheets. Only the results of our analysis will be seen by any school personnel. For this reason, we urge you to answer frankly and honestly. We ask only that you indicate the name of your school and your sex.

Your help is greatly appreciated. Your answers will help provide better educational opportunities for you and the students who follow you in school. Thank you for your assistance.

Jackson County Vocational Education Research Project (1965)
Jackson County Intermediate Education District
Court House Annex; Medford, Oregon
Dr. Loy Prickett, Director
Mr. Darrell Langevin, Assistant Director

To: High School Juniors and Seniors of Jackson County

From: The Vocational Education Research Project

Subject: Educational Plans: Student Questionnaire

Instructions: Place the number for the appropriate answer in the space provided on the answer sheet. Please do not write on the questionnaire.

SELECT ONLY ONE ANSWER FOR EACH QUESTION

Part I

2. Which high school are you attending?
    1. Ashland
    2. Butte Falls
    3. Central Point (Crater High)
    4. Eagle Point
    5. Medford
    6. Phoenix
    7. Prospect
    8. Rogue River
3. What is your sex?
    1. Female
    2. Male
4. You are a member of the
    1. Senior Class
    2. Junior Class
5. What is the approximate average of your grades in high school?
    1. A- or A average
    2. B average (B- to B+)
    3. C average to C+
    4. C- average or below
    5. D average or below
6. Which of the following best describes your plans after graduation from high school?
    1. Enroll in college or university
    2. Enroll in community college in Oregon (2 year college)
    3. Enroll in community or junior college in another state
    4. Enroll in technical institute in Oregon (Example: O.T.I.)
    5. Enroll in technical institute out-of-state (Washington or California)
    6. Enroll in private business college
    7. Enroll in trade school (Example: Eugene Vocational-Technical School)
    8. Enroll in beauty college
    9. Enter military service
    10. Enter apprenticeship training program (Example: Cabinet Maker, Auto Mechanic, Telephone Operator, Service Station Attendant, Practical Nurse.)
    11. Get married (Do not intend to get a job or training)
    12. Plan to work for a year or so before going to school
    13. Get full-time employment. (You do not plan to obtain any further training except that which you will receive through experience on the job. Example: truck driver; fork lift operator)
    14. Interested in joining the Youth Corps
    15. Undecided

8. What is your choice of a career or vocation? (Please list the specific type of job on the answer sheet.)

9. Which of the following categories includes your choice of a career or vocation? (Choose only one number) (A few examples of each are given in parentheses)

    1. Professional: (Accountants, Architects, Dentists, Doctors, Engineers, Lawyers, Teachers, etc.)
    2. Managerial: (All occupations titled "Manager": company, store, business.)
    3. Clerical: (Bookkeepers, Secretaries, Stenographers, Typists, Office Machine Operators and Receptionists.)
    4. Sales: (Wholesale, retail, insurance, real estate)
    5. Technical: (Aviators, Designers, Draftsmen, X-Ray Technicians, T.V. and Radio Operators, Surveyors, etc.)
    6. Personal Services: (Barbers, Beauticians, Models, Practical Nurses, Watchmen, Firemen, Law Enforcement)
    7. Skilled labor: (Bakers, Carpenters, Electricians, Cabinet Makers, Crane Operators.)
    8. Semi-skilled labor: (Truck Drivers, Fork Lift Operator, Service Station Attendants, Bull-dozer Operators, Cleaners and Pressers,etc.)
    9. Unskilled labor: (Laborer (any industry), warehousemen, car cleaners, helpers, choker setters, fellers, buckers, lumber pilers, etc.)

10. Do you think that you can get a job in the vocation you have selected with only the training you received in high school?

    1. Yes
    2. No

11. Are the career choices of most of your closest friends the same as yours?

    1. Yes
    2. No

12. If your answer to No. 11 was No, indicate which of the following your closest friends plan to do? If your answer to No. 11 was Yes, answer 12 with a zero (0).

    1. Enroll in college or university
    2. Enroll in community college in Oregon (2 year college)
    3. Enroll in community or junior college in another state
    4. Enroll in technical institute in Oregon (Example: O.T.I.)
    5. Enroll in technical institute out-of-state (Washington or California)
    6. Enroll in private business college
    7. Enroll in trade school (Example: Eugene Vocational-Technical School)
    8. Enroll in beauty college
    9. Enter military service
    10. Enter apprenticeship training program (Example: Cabinet Maker, Auto Mechanic, Telephone Operator, Service Station Attendant, Practical Nurse.)
    11. Get married (Do not intend to get a job or training)
    12. Plan to work for a year or so before going to school
    13. Get full-time employment (You do not plan to obtain any further training except that which you will receive through experience on the job. (Example: truck driver; fork lift operator)
    14. Interested in joining the Youth Corps
    15. Undecided

14. Please list your father's main job. (Write in on answer sheet.)

15. Which of the following categories includes your father's occupation?

1. Professional
2. Managerial
3. Clerical
4. Sales
5. Technical
6. Personal Services
7. Skilled labor
8. Semi-skilled labor
9. Unskilled labor
0. Father not living

16. In which of the following areas have you taken the most of your elective class work? (Give only one answer)

1. Agriculture
2. Business
3. Homemaking
4. Industrial Arts
5. College Prep.

17. How many credits do you have in your elective class work? (Write in on answer sheet.)

18. If your electives have been in Agriculture, Business, Homemaking, or Industrial Arts, which of the following best indicates your reason for taking them? (Select only one number)

0. Have not taken any of these subjects.
1. To obtain the knowledge and skills to get a job in the field.
2. To see if I would like this vocational area.
3. I was looking for an easy course.
4. For a hobby or recreation.
5. I needed a credit to graduate.
6. My parents insisted.
7. My best friends were taking the class.
8. Advice of the school counselor.
9. I took some along with my college prep. program.

The following reasons are often given by students for not taking more courses in Business, Homemaking, Industrial Arts, or Agriculture. Write a one (1) in the corresponding space on the answer sheet if the statement is true for you; write a two (2) if the statement is false. (Answer each statement)

19. I had a conflict with required courses for graduation.
20. I had a conflict with other electives I wanted to take.
21. There was a personality conflict with the teacher.
22. The advanced courses I wanted were not offered.
23. I have no interest in these subjects.
24. My parents insisted that I take college prep. courses.
25. My school counselor encouraged me to take college prep. courses.

26. In which of the fields listed below would you have taken more courses had your school offered them? (Select only one number)

1. Business
2. Homemaking
3. Industrial Arts
4. Agriculture
5. Commercial Art
6. No interest in any of these subjects.

27. If a separate school (Occupational Education Center) were available in Jackson County, which offered courses on a half-day basis in Business, Homemaking, Industrial Arts, and Agriculture, would you be interested in attending? (A student would still attend his present high school for the regular required courses and activities. No additional tuition would be charged. Transportation would be furnished.)

    1. Very interested
    2. Interested
    3. Not interested

28. If a separate school (Occupational Education Center) were available in Jackson County, which offered courses on a full-time basis for one year past high school graduation, would you be interested in attending?

    1. Very interested
    2. Interested
    3. Not interested

Some of the reasons students frequently give for attending an Occupational Education Center are listed below. Please indicate if the reason would apply to you if an Occupational Education Center were started in Jackson County at the high school level or post-high school level. Record a one (1) for true or a two (2) for false in the corresponding space on the answer sheet. (Answer each statement)

29. To secure the necessary skills and knowledge to get a job in my chosen vocation.

30. To participate in a supervised "work-experience" program.

31. I would prefer to get as much of my training as possible in Jackson County.

32. I am not interested in a vocation that requires a college degree.

33. I prefer jobs which involve physical labor, outdoor activities, working with machinery, etc.

34. I prefer the kind of job which does not require any college training.

35. I feel that post-high school education is a must for me in my vocation.

36. I feel that I do not have the ability to do the level of work required for a college education.

37. My parents insist that I get vocational training in high school rather than go to college.

38. My counselor has encouraged me to get vocational training in high school rather than go to college.

How will your post high school education be financed? Place a one (1) in the corresponding space on the answer sheet if the method would apply in your case, and a two (2) if it would not apply. (If you do not plan to continue your education after high school, place a zero (0) in each blank for questions 39 through 46.

39. My parents will provide some assistance.

40. I could afford to attend only if I lived at home and commuted.

41. I have saved enough money for the first year (or more).

42. I need to work while attending school. (during the school year)

43. I intend to work during the summer to help pay my way.

44. My parents will provide all necessary finances.

45. I have other sources of assistance. (Scholarship; insurance plans, etc.)

46. I must have other kinds of assistance for any type of further education or training. (Government loans, student loans, etc.)

47. Have you ever given serious thought to dropping out of school?

1. Yes
2. No

If your answer to question 47 was no, write a zero (0) for answers 48, 49, and 50.

48. At what grade level was this idea foremost in your mind? (Select only one)

0. Never given serious thought to dropping out of school.
1. Grade Eight
2. Grade Nine
3. Grade Ten
4. Grade Eleven
5. Grade Twelve

49. Which of the following best indicates your reason?

0. Never given serious thought to dropping out of school.
1. I wanted to obtain a job and earn my own money.
2. I wanted to get married.
3. No one encouraged me to continue in school. (parents or teachers)
4. The classes I must take in school would not help me obtain the kind of job I want.
5. Most of my friends are out of school.
6. I couldn't see any purpose for the courses I had to take.
7. School in general was boring.

50. Why did you decide to stay in school? (Write in on answer sheet.)

51. Do you think a person's mental ability could affect his chances of success in the vocation he chooses?

1. Yes
2. No
3. Do not understand what you mean.

52. Who has been assigned by your school administration to offer you help with your vocational choices? (Give only one answer)

1. A counselor
2. A teacher
3. The principal
4. No one has been assigned

53. How many times have you talked with a school counselor in the past two years about vocations? (Use only one answer)

1. 0 times (have not talked to him about a vocation)
2. 1 time
3. 2-3 times
4. 4-5 times
5. 6-7 times
6. 8-9 times
7. 10 or more times

Please mark the amount of help you have received from each of the following people on how to select a vocation. Answer this question in the following manner:
Use a one (1) to mean "they gave me much valuable assistance;"
Use a two (2) to mean "they gave me a little help;"
Use a three (3) to mean "they tried to help me but couldn't"
Use a four (4) to mean "they did not try to help me."
Use a five (5) to mean "I didn't seek their help."

54. Friends my own age

55. Adult friends (other than businessmen)

56. Teachers

57. Parents

58. Counselors

59. Relatives

60. Businessmen

From whom would you like more information and help in understanding your abilities and how to select a vocation?
Use a one (1) to mean "I would like more help from this group;"
Use a two (2) to mean "I am receiving satisfactory help from this group;"
Use a three (3) to mean "I would like less help from this group."
Use a four (4) to mean "I don't want any help from this group."

61. Friends my own age

62. Adult friends (other than businessmen)

63. Teachers

64. Parents

65. Counselors

66. Relatives

67. Businessmen

68. From which one of the following would you like to obtain the most help in regarding your choice of a vocation? (Choose only one number)

1. Friends my own age
2. Adult friends (other than businessmen)
3. Teachers
4. Parents
5. Counselors
6. Relatives
7. Businessmen

STOP

When you have completed the questionnaire to this point, please stop.

DO NOT PROCEED until you have received FURTHER INSTRUCTIONS.

If time permits, review your answers to this point and read the instructions for the next part.

DO NOT answer questions 69, 72, and 75 until you have been instructed to do so.

****

Instructions for Part II of the Questionnaire:

Please look over the following list of occupational categories. Under each category is a list of specific jobs. These categories will be the possible answers for questions 69, 72, and 75. Find and record your first choice for a career, then find and record your second choice for a career, and conclude by finding and recording your third choice for a career.

Here are some examples:

	category	sub number
an electrician	14	1
a practical nurse	6	7
a steno and typist	4	7
a landscape architect	19	7

Part II

1. Semi-professional
    1. Commercial artist, designer
    2. Lab technician, therapist
    3. Photographer
    4. Radio Operator
    5. Surveyor
    6. Electronic Technician (Example: Radio or T.V. engineer)
    7. Draftsman
    8. Technician, except lab (Example: Dental Assistant)

2. Managerial
    1. Hotel, retail, wholesale, building supt.
    2. Buyer; purchasing agent
    3. Licensed Marine personnel
    4. Inspectors, public service managers and officials
    5. Industrial manager
    6. Realty and insurance
    7. Financial manager (savings and loan, banking)

3. Professional
    1. Medical Doctor
    2. Dentist
    3. Accountant
    4. Lawyer
    5. Teacher
    6. Pharmacist
    7. Architect
    8. Engineer
    9. Registered Nurse

4. Clerical
    1. Bookkeeper
    2. Clerk: general office, tellers, hotel, insurance, transportation, file, general industry, postal, shipping and receiving, stock clerks.
    3. Assistant librarians
    4. Office machine operator
    5. Postal carrier, or clerk
    6. General secretary
    7. Steno and typist
    8. Switchboard operator

5. Sales
    1. Demonstrator: Company representative for heavy equipment (trucks, busses, business equipment)
    2. Insurance sales
    3. Real estate
    4. Securities
    5. Retail sales clerk
    6. Specialty sales: Special products (electrical data processing equipment)
    7. Wholesale sales

6. Personal Service

    1. Airline Hostess
    2. Steward, housekeeper, maid
    3. Cook, cook's helper
    4. Waiter, waitress
    5. Beauty operator
    6. Barber
    7. Practical nurse, hospital attendant
    8. Recreation attendant
    9. Model

7. Protective Service

    1. Guard, or watchman
    2. Fireman
    3. Peace Officer (city)
    4. Peace Officer (county or state)

8. Food Products

    1. Baker
    2. Skilled dairy products processing
    3. Wholesale meat cutter
    4. Meat cutter, retail
    5. Semi-skilled; dairy, bakery, grain products, meat products.

9. Textile Products

    1. Furrier
    2. Garment alteration and repair
    3. Tailor
    4. Semi-skilled textiles

10. Lumber and Lumber Products

    1. Cabinet maker, woodworking machine operator
    2. Upholsterer
    3. Skilled sawmill (sawyer)
    4. Lumber grader
    5. Semi-skilled logging
    6. Semi-skilled sawmill
    7. Semi-skilled plywood
    8. Furniture manufacturer
    9. Boxmaker

11. Paper and Printing

    1. Skilled paper and paper goods (paper mill equipment)
    2. Skilled printing
    3. Photo Processing
    4. Dark Room and Blueprint

12. Leather Products

    1. Leather processing and manufacturing
    2. Leather working and repair

13. Metal Working

    1. Jeweler
    2. Machinist; tool and die maker
    3. Sheet metal worker
    4. Foundry: molder; core maker; boiler maker
    5. Structural steel worker
    6. Welder or machine welder and cutter
    7. Blacksmith
    8. Mechanical treatment of metals
    9. Machine tool operator; machine operator

14. Construction

    1. Electrician
    2. Painter
    3. Brick, stone, and tile mason
    4. Carpenter
    5. Cement finisher
    6. Plumber
    7. Roofer
    8. Semi-skilled construction (helpers or apprentice)

15. Transportation and Equipment

    1. Bus and taxi drivers
    2. Hoisting and loading engineer
    3. Heavy equipment operator (Bulldozer, grader, crane operator)
    4. Chauffer and driver (small equipment)
    5. Truck operator (heavy equipment)
    6. Fork lift and carrier operator

16. Utility and Public Service

    1. Power station operator (P P & L; Bonneville)
    2. Lineman and service man (P P & L; and telephone co.)
    3. Laundry and drycleaner operator
    4. Sewage plant and water works operator (city)
    5. Public service worker (highway, parks, etc.)
    6. Stationary engineer (boiler fireman)

17. Mechanics and Repairmen

    1. Millwright
    2. Airplane engine, auto mechanic, truck mechanic, body and fender repairman
    3. Service station attendant
    4. Repairmen and helpers, automobile
    5. Maintenance mechanic transportation equipment (washer, lub man)

18. Foremen, Manufacturing and Misc.

    1. Foreman, manufacturing
    2. Mineral extraction
    3. Construction or transportation
    4. Public utilities
    5. Services and amusements
    6. Fabrication of electrical equipment
    7. Assembler, manufacture of automotive
    8. Assembler, Misc. Manufacture packers, fillers, labelers

19. Agriculture

    1. Orchard
    2. Truck gardener
    3. Grain farmer
    4. Livestock rancher (for marketing)
    5. Livestock rancher (for breeding: horses, registered animals)
    6. Nurseryman (shrubs, plants, trees)
    7. Landscape architect (residential)
    8. Tenant farmer
    9. Farm laborer

20. I have no second choice

21. I have no third choice

Office of the Superintendent
Jackson County Intermediate Education District
Court House Annex
Medford, Oregon

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Dr. Loy Prickett, Director
Mr. Darrell Langevin, Assistant Director

Please look through the following lists of job categories and select those which you feel high school graduates could use as initial jobs. Your selections should help you determine the courses and programs which could be taken by high school students wishing to enter one or more of the jobs on the list. In our weekly meetings, we will discuss ideal programs and their relationships to the jobs you have listed.

Office of the Superintendent
Jackson County Intermediate Education District
Court House Annex; Medford, Oregon

OREGON AND JACKSON COUNTY
PROJECTED EMPLOYMENT TRENDS
Two-Year and Five-Year

	OCCUPATIONAL GROUP	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
				2 years	5 years	2 years	5 years
1.	Semi-Professional	13,970	479	1,869	4,232	64	150
2.	Managerial and Official	33,425	1,240	2,768	6,344	106	234
3.	Clerical and Kindred	46,870	1,711	5,397	14,287	196	519
4.	Sales and Kindred	37,300	1,383	5,900	14,293	220	529
5.	Personal Service	45,150	1,646	4,803	12,586	174	458
6.	Protective Service	6,400	236	649	1,714	24	62
7.	Building Service	11,700	430	1,090	2,994	40	110
8.	Food Products	4,235	82	516	1,331	12	32
9.	Textile Products	3,525	39	326	829	4	8
10.	Lumber and Lumber Products	37,770	2,338	1,500	3,575	80	201
11.	Paper and Printing	5,380	285	781	1,887	41	104
12.	Chemical and Leather Products	620	4	78	254	0	1
13.	Metal Working	17,930	296	2,393	5,909	34	91
14.	Construction and Kindred	18,905	684	2,552	6,435	91	236
15.	Transportation and Equipment Operators	26,800	980	2,192	5,679	80	207
16.	Utility and Public Service	8,350	195	612	1,635	22	57
17.	Mechanics and Repairmen	27,280	1,025	3,017	7,838	110	286
18.	Foremen, Manufacturing, Misc.	12,235	337	1,151	2,738	28	66
TOTAL*		357,845	13,390	37,594	94,560	1,326	3,351

* Does not include professional, on-farm, self-employed, and unskilled.

1. SEMI-PROFESSIONAL OCCUPATIONS

OCCUPATION (3 digit groups)	Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
				2 years	5 years	2 years	5 years
Commercial Artist (0-44)	3.68	300	11	39	96	1	4
Designers (0-46)	3.68	100	4	6	19	0	1
Draftsman (0-48)	3.68	2250	83	864	1771	32	65
Lab Technicians (0-50)	3.68	3320	122	279	674	10	25
(Therapists, etc.) Misc. Med. Serv. (0-52)	3.62	1250	45	82	188	3	7
Photographers (0-56)	3.62	200	7	13	31	0	1
Radio Operators (0-61)	3.62	240	9	26	62	1	2
Surveyors & Instrument Men (0-64)	3.66	880	32	61	153	2	6
Embalmers (0-65)	3.62	360	13	66	169	2	6
Technicians, except Lab (0-66)	3.62	170	6	23	50	1	2
Electronic Technician (0-67)	0.65	1100	7	76	202	0	1
Technicians, N.E.C. (0-68)	3.68	2200	81	163	429	6	16
Semi-Professional and Apprentices to Professional (0-69)	3.68	1600	59	171	388	6	14
TOTALS		13,970	479	1869	4232	64	150

2. MANAGERIAL AND OFFICIAL OCCUPATIONS

OCCUPATION (3 digit groups)	Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
				2 years	5 years	2 years	5 years
Hotel & Restaurant Mgr. (0-71)	3.62	1740	63	105	281	4	10
Retail Managers (0-72)	3.65	4000	146	244	655	9	24
Wholesale Managers (0-73)	3.65	900	33	44	120	2	4
Buyers (0-74)	3.65	1300	47	154	369	6	13
Inspectors, All (0-79)	3.69	350	13	47	135	2	5
Credit Managers (0-85)	3.65	1150	42	96	274	4	10
Bldg. Supt. (Manager) (0-87)	4.00	650	26	32	60	1	2
(None) Licensed Marine Personnel (0-88)	3.38	0	0	29	29	1	1
Purchasing Agents (0-91)	3.68	900	33	84	217	3	8
Inspectors, Public Service Managers and Officials (0-94-0-95)	3.69	900	33	99	254	4	9
Production Officials, Finance (0-97)	3.68	16,000	589	1184	2980	44	110
Realty & Insurance (0-98)	4.00	3500	140	521	655	21	26
Managers, N.E.C. (0-99)	3.68	2035	75	129	315	5	12
TOTALS		33,425	1240	2768	6344	106	234

3. CLERICAL AND KINDRED OCCUPATIONS

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
					2 years	5 years	2 years	5 years
Bookkeeper & Clerical	(0-01)	3.68	17,650	650	1767	4630	65	170
Machine Bookkeeper	(1-02)	3.68	1150	42	185	526	7	19
Checkers	(1-03)	3.65	3400	124	457	1106	17	40
Clerks, General	(1-04)	3.68	4000	147	508	1296	19	48
Clerks, Gen. Office	(1-05)	3.68	12,000	442	1424	3788	52	139
Financial Institution Clerk & Teller	(1-06)	4.00	1700	68	228	604	9	24
Hotel Clerk	(1-07)	3.62	500	18	32	85	1	3
Insurance Clerk	(1-08)	4.00	60	24	3	9	0	0
Printing & Pub. Clerks	(1-10)	6.22	290	18	37	98	2	6
Transportation Clerks	(1-11)	3.38	750	25	67	156	2	5
Clerks in Trade	(1-12)	3.68	1500	55	118	398	4	15
Collectors	(1-15)	4.00	425	17	62	153	2	6
File Clerks	(1-17)	3.68	1200	44	142	358	5	13
General Industry Clerks	(1-18)	3.68	6500	239	848	2068	31	76

3. CLERICAL AND KINDRED OCCUPATIONS (Continued)

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide 2 years	Total Need 5 years	County 2 years	Total Need 5 years
Assistant Librarians	(1-20)	3.69	195	7	35	89	1	3
Messengers, Office Boys, etc.	(1-23)	4.00	275	11	74	131	3	5
Office Machine Opr.	(1-25)	3.68	4500	166	634	1670	23	61
Timekeepers & Pay	(1-26)	3.68	800	29	61	169	2	6
Postal Clerks	(1-27)	3.69	3300	122	296	791	11	29
Postal Carriers	(1-28)	3.69	2600	96	185	527	7	19
Physician & Dental Assistants	(1-32)	3.62	1300	47	207	533	7	19
Secretaries	(1-33)	3.68	7800	287	1155	2962	43	109
Shipping & Receiving Clerks	(1-34)	3.68	3000	110	356	947	13	35
Tech. Clerks, N.E.C.	(1-36)	3.68	600	22	66	167	2	6
Stenos & Typists	(1-37)	3.68	14,000	515	1328	3786	49	139
Stock Clerks	(1-38)	3.65	2700	99	220	602	8	22
Switchboard Operators	(1-42)	3.38	3800	128	497	1166	17	39
Agents & Appraisers	(1-48)	3.68	1300	48	187	493	7	18
Misc. Clerks, N.E.C.	(1-49)	3.38	700	24	96	254	3	9
TOTALS			46,870	1711	5397	14,287	196	519

4. SALES AND KINDRED OCCUPATIONS

OCCUPATION (3 digit groups)	Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
				2 years	5 years	2 years	5 years
Demonstrators (1-56)	3.65	340	12	55	141	2	5
Insurance Sales (1-57)	4.00	4400	176	698	1736	28	69
Real Estate (1-63)	4.00	1300	52	178	458	7	18
Sales, Securities (1-65)	4.00	410	16	168	290	7	12
Counter Sales (1-70)	3.65	8000	292	910	2276	33	83
Sales Specialty (1-75)	3.65	11,000	402	1295	3242	47	118
Consumer Sales (1-80)	3.65	3500	128	457	1027	17	37
Salesman Wholesale (1-85)	3.65	4100	150	1444	3700	53	135
Salesman Wholesale (1-86)	3.65	2750	100	453	1000	17	37
Salesman Wholesale (1-87)	3.65	1500	55	242	423	9	15
TOTALS		37,300	1383	5900	14,293	220	529

5. PERSONAL SERVICE OCCUPATIONS

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need 2 years	Statewide Total Need 5 years	County Total Need 2 years	County Total Need 5 years
Bartender	(2-21)	3.65	2200	80	128	380	5	14
Bell Hop	(2-22)	(Too high) 3.62	160	6	8	23	0	1
Maid-Houseman	(2-24)	3.62	1750	63	153	417	6	15
Stewards Housekeepers	(2-25)	3.62	600	22	57	148	2	5
Cooks	(2-26)	3.65	7000	256	771	1939	28	71
Waiters & Waitresses	(2-27)	3.65	13,000	475	1289	3411	47	125
Dishwashers- Cook Helpers	(2-29)	3.65	7000	256	771	2029	28	74
Beauty Operators-Barbers	(2-32)	3.62	3900	141	507	1373	18	50
Practical Nurse (Unlic.)	(2-38)	3.62	1600	58	165	415	6	15
Recreation Attendant	(2-40)	3.62	650	24	54	145	2	5
Hospital Attendants	(2-42)	3.62	6900	250	865	2214	31	80
Matrons	(2-43)	3.69	210	8	26	66	1	2
Ushers	(2-48)	3.62	180	7	9	26	0	1
TOTALS			45,150	1646	4803	12,586	174	458

6. PROTECTIVE SERVICE OCCUPATIONS

OCCUPATION (3 digit groups)	Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need 2 years	Statewide Total Need 5 years	County Total Need 2 years	County Total Need 5 years
Guards & Watchmen (2-61)	3.68	1500	55	179	470	7	17
Firemen (2-63)	3.69	2000	74	186	494	7	18
Peace Officers (City) (2-66)	3.69	2200	81	197	523	7	19
Peace Officers (County-State) (2-67)	3.69	700	26	87	227	3	8
TOTALS		6400	236	649	1714	24	62
7.BUILDING SERVICE WORKERS							
Janitors, Charwomen, Window Cleaning, etc. (2-82-84)	3.68	6500	239	544	1530	20	56
Porters (2-86)	3.68	4000	147	332	888	12	33
Groundskeeper (3-40)	3.68	1200	44	214	576	8	21
TOTALS		11,700	430	1090	2994	40	110

8. FOOD PRODUCTS OCCUPATIONS

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
					2 years	5 years	2 years	5 years
Bakers	(4-01)	0.65	750	5	39	105	0	1
Skilled Dairy Products Processing	(4-06)	0.65	375	2	48	125	0	1
Wholesale Meat Cutter	(4-09)	0.65	160	1	10	27	0	0
Meat Cutter, Retail	(5-58)	3.65	1300	47	234	602	9	22
Semi-skilled Bakery	(6-02)	1.65	300	5	17	45	0	1
Semi-skilled Dairy Prod.	(6-06)	1.65	600	10	58	150	1	2
(None) Semi-skilled Grain Prod.	(6-08)	1.65	450	7	93	237	2	4
(None) Semi-skilled Meat Prod.	(6-09)	1.65	300	5	17	40	0	1
TOTALS			4235	82	516	1331	12	32

9. TEXTILE PRODUCTS OCCUPATIONS

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need 2 years	Statewide Total Need 5 years	County Total Need 2 years	County Total Need 5 years
(None) Furrier	(4-21)	0.65	110	1	-5	2	0	0
Garment Alteration and Repair	(4-25)	3.65	325^{8}	12	17	45	1	2
Tailors	(4-26)	(Too high) 3.65	200	7	27	59	1	2
(None) Semi-skilled Textiles	(6-14 - 6-19)	0.65	490	3	15	41	0	0
(None) Semi-skilled Fabricated Textiles	(6-21 6-27)	0.65	2400	16	272	682	2	4
TOTALS			3525	39	326	829	4	8

10. LUMBER AND LUMBER PRODUCTS OCCUPATIONS

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
					2 years	5 years	2 years	5 years
Cabinet Maker	(4-32)	6.31	1300	82	114	299	7	19
Woodworking Machine Operator (Skilled)	(4-33)	6.31	1000	63	184	444	12	28
Upholsterer	(4-35)	0.65	200	1	232	369	2	2
Cooperage	(4-38)	0.65	600	4	30	81	0	1
Lumber Grader	(6-29)	6.31	600	38	38	100	2	6
Semi-skilled Logging	(6-30)	6.31	8000	505	320	692	20	44
Semi-skilled Sawmill	(6-31)	6.31	13,000	820	-210	-308	-13	-19
Semi-skilled Woodworking Operator	(6-33)	6.31	1900	120	137	290	9	18
Semi-skilled Furniture Manufacturing	(6-36)	6.31	460	29	274	519	17	33
Boxmaker	(6-39)	6.31	210	13	16	47	1	3
Semi-skilled Misc. Wood Products	(6-39)	6.31	10,500	663	365	1042	23	66
TOTALS			37,770	2338	1500	3575	80	201

11. PAPER AND PRINTING OCCUPATIONS

OCCUPATION (3 digit groups)	Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need 2 years	Statewide Total Need 5 years	County Total Need 2 years	County Total Need 5 years
(None) Skilled Paper & Paper Goods (4-41 4-42)	6.31	300	19	20	43	1	3
Skilled Printing Occupations (4-44 through 4-49)	6.22	3500	218	519	1279	32	80
Photo Processing (5-86)	3.62	300	11	80	198	3	7
(None) Semi-skilled Paper & Paper Goods (6-41 6-42)	0.65	700	5	71	139	0	1
Semi-skilled Printing (6-49)	6.22	380	24	71	171	4	11
Dark Room & Blueprint (7-86)	3.77	200	8	20	57	1	2
TOTALS		5380	285	781	1887	41	104

12. CHEMICAL AND LEATHER PRODUCTS OCCUPATIONS

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide 2 years	Total Need 5 years	County 2 years	Total Need 5 years
Skilled Industrial Chemicals	(4-52)	0.65	160	1	15	40	0	0
Semi-skilled Chemicals	(6-50 - 6-54)	0.65	380	2	36	152	0	1
(None) Semi-skilled Leather Products	(6-62)	0.65	80	1	27	62	0	0
TOTALS			620	4	78	254	0	1

13. METAL WORKING OCCUPATIONS

OCCUPATION (3 digit groups)	Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
				2 years	5 years	2 years	5 years
Jeweler (4-71, 4-72)	0.65	270	2	34	85	0	1
Machinist (4-75)	0.65	5000	33	770	1870	5	12
Tool & Die Maker (4-76)	0.65	475	3	56	154	0	1
Machine Tool Operator (4-78)	0.65	600	4	100	246	1	2
Sheet Metal Workers (4-80)	3.75	2100	79	251	637	9	24
(None) Molders (4-81)	0.65	275	2	29	86	0	1
(None) Core Makers (4-82)	0.65	410	3	83	233	1	2
Boiler Makers (4-83)	0.65	440	3	27	80	0	1
Structural Steel Workers (4-84)	3.75	700	26	104	251	4	9
Welders (4-85)	3.68	3000	110	302	782	11	29
Blacksmith (4-86)	0.65	175	1	11	31	0	0
Heat Treater (4-87)	0.65	90	1	18	39	0	0

13. METAL WORKING OCCUPATIONS (Continued)

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
					2 years	5 years	2 years	5 years
Skilled Metal Processer N.E.C.	(4-88)	0.65	200	1	25	45	0	0
Machine Operators	(6-78)	0.65	2100	14	363	776	2	5
(None) Molders (Mach.)	(6-81)	0.65	100	1	23	48	0	0
(None) Foundry, N.E.C. Semi-skilled	(6-82)	0.65	450	3	38	97	0	1
Semi-skilled Metal Shop	(6-83 6-84)	0.65	150	1	13	33	0	0
Machine Welders & Cutters	(6-85)	0.65	600	4	78	210	1	1
Mech. Treatment of Metals, N.E.C. Semi-skilled	(6-88)	0.65	420	3	27	80	0	1
Semi-skilled Metal Fab, other than Elec. (Assem., etc.)	(6-93-6-95)	0.65	375	2	41	126	0	1
TOTALS			17,930	296	2393	5909	34	91

14. CONSTRUCTION AND KINDRED OCCUPATIONS

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
					2 years	5 years	2 years	5 years
Electricians	(4-97)	3.75	2900	109	298	772	11	29
Painters, except Const.	(5-16)	0.65	280	2	65	101	0	1
Operating Engineers Construction	(5-23)	3.75	650	24	62	161	2	6
Brick, Stone & Tile Masons	(5-24)	3.75	500	19	197	447	7	17
Carpenters	(5-25)	3.75	7000	263	840	2160	32	81
Cement Finisher	(5-26)	3.75	600	23	60	146	2	5
Painter, construction	(5-27)	3.75	1900	71	290	778	11	29
Plumbers & Fitters	(5-30)	3.75	2500	94	385	935	14	35
Skilled Const., N.E.C.	(5-32)	3.75	650	24	52	141	2	5
Spray Painters (non-const.)	(7-16)	0.65	300	2	24	60	0	0
Painters, rough	(7-27)	3.75	325	12	59	152	2	6
Roofers	(7-31)	3.75	400	15	132	334	5	13
Semi-skilled Const. N.E.C.	(7-32)	3.75	700	26	66	169	2	6
Rod & Chainmen	(7-87)	3.68	200	7	22	79	1	3
TOTALS			18,905	684	2552	6435	91	236

15. TRANSPORTATION AND EQUIPMENT OCCUPATIONS

OCCUPATION (3 digit groups)	Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
				2 years	5 years	2 years	5 years
Bus & Taxi Drivers (5-36)	3.38	2100	71	191	497	6	17
Hoisting & Loading Engineers (5-73)	3.68	1800	66	114	169	4	6
Const. machinery operators Bulldozer, graders, etc. (7-23)	3.75	400	15	32	104	1	4
Routemen (7-35)	3.65	3200	117	216	569	8	21
Chauffers & Drivers, except tractor (7-36)	3.68	16,000	589	1420	3844	52	141
Tractor Operators (7-36)	3.77	1200	45	96	190	4	7
Fork Lift & Carrier Operator (7-88)	3.68	2100	77	123	306	5	11
TOTALS		26,800	980	2192	5679	80	207

16. UTILITY AND PUBLIC SERVICE OCCUPATIONS

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
					2 years	5 years	2 years	5 years
Power Station Opr.	(5-51)	3.38	350	12	14	39	0	1
Linemen & Service men	(5-53)	3.38	3000	101	282	707	10	24
Laundry & Dry Cleaners, Skilled	(5-57)	3.62	400	14	4	72	0	3
Stationery Eng.	(5-72)	3.68	600	22	32	81	1	3
Sewage Plant & Water Works Operator	(7-54)	3.69	200	7	26	67	1	2
Cleaners & Pressers (wet & dry) (incl. checkers)	(7-57)	3.62	3000	9	210	552	8	20
Pub. Service Highway Parks, etc.	(7-61)	3.69	800	30	44	117	2	4
TOTALS			8350	195	612	1635	22	57

17. MECHANICS AND REPAIRMEN

OCCUPATION (3 digit groups)		Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need		County Total Need	
					2 years	5 years	2 years	5 years
Millwright	(5-78)	6.31	1200	76	56	148	4	9
Airplane Engine Mechanic	(5-80)	(Too high) 3.62	580	21	79	214	3	8
Auto Mechanic (inc. truck, Body & Fender)	(5-81)	3.62	8000	290	1022	2652	37	96
Mechanics & Repairmen N.E.C.	(5-83)	3.68	9000	331	906	2346	33	86
Tool Dresser	(5-84)	0.65	100	1	9	24	0	0
Service Station Attend.	(7-60)	3.65	6000	219	505	1404	18	51
Repairmen & Helpers, Automotive	(7-81)	3.62	1000	36	110	284	4	10
Helpers to Maintenance Mechanics	(7-83)	3.68	1000	37	38	114	1	4
Transp. Equipment Washers, Greasers, etc.	(7-85)	3.38	400	14	292	652	10	22
TOTALS			27,280	1025	3017	7838	110	286

18. FOREMEN, MANUFACTURING, AND MISC. OCCUPATIONS

OCCUPATION (3 digit groups)	Jackson County % of Statewide	Statewide Employment	County Employment	Statewide Total Need 2 years	Statewide Total Need 5 years	County Total Need 2 years	County Total Need 5 years
Foremen, Mfg. (5-91 5-92)	3.77	4000	151	186	516	7	19
Foreman, Mineral Extraction (5-93)	3.77	50	2	2	13	0	0
Foreman, Construction (5-94)	3.75	600	23	76	186	3	7
Foreman, Transp., Comm. & Utilities (5-95)	3.38	900	30	61	167	2	6
Foremen, Services & Amusements (5-97)	3.62	1000	36	44	119	2	4
Foremen, N.E.C. (5-99)	3.68	750	28	43	110	2	4
(None) ORE Reduction Semi-skilled (6-90 6-92)	0.65	220	1	16	38	0	0
(None) Fabrication, elec. Equip. (6-97-7-00)	0.65	2200	14	126	324	1	2
(None) Assembler, Automotive (7-02)	0.65	750	5	243	443	2	3
(None) Manufacture of scientific apparatus (7-08 - 7-09)	0.65	300	2	39	75	0	0
Assembler, Misc. Manufacture (7-10 - 7-13)	0.65	315	2	99	251	1	2
Packers, Fillers, Labelers and related N.E.C. (7-68)	3.77	900	34	69	175	3	7
Misc. Semi-skilled N.E.C. (7-89)	3.68	250	9	147	321	5	12
TOTALS		12,235	337	1151	2738	28	66